



Williamsburg School District

423 School Street
Kingstree, SC 29556

Grades	PK-12 District	
Enrollment	5,405 Students	
Superintendent	Linda B. Huell, Interim	843-355-5571
Board Chair	Rev. Norman Gamble	843-244-1676

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

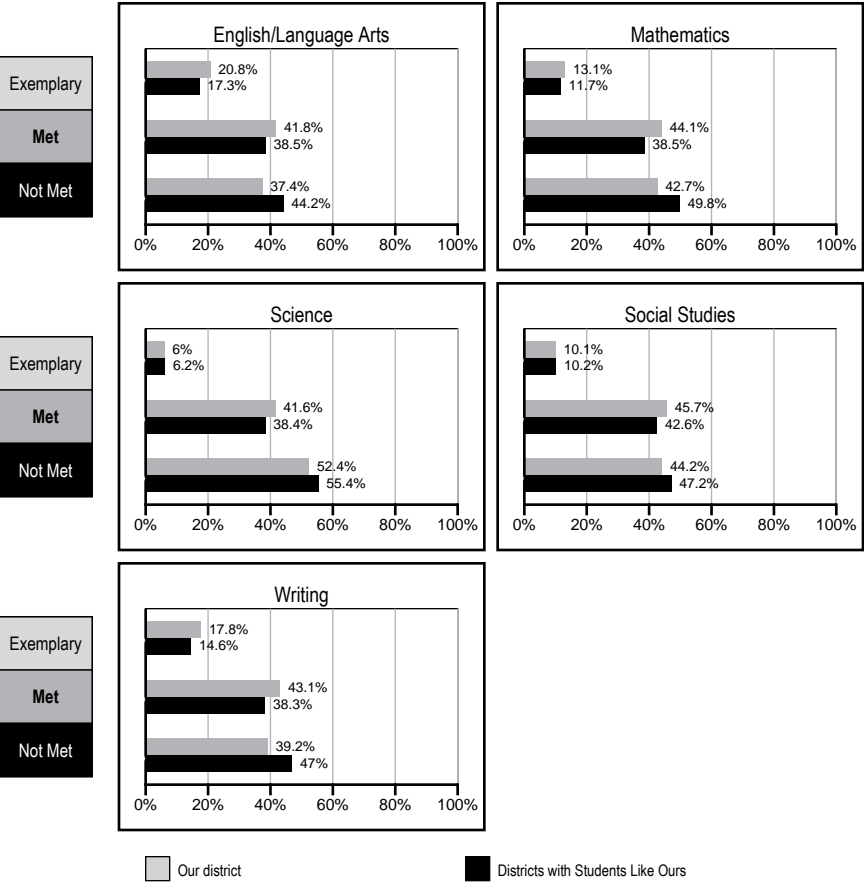
96.9%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	4	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	69.0%	71.7%	61.7%	64.2%	70.3%	60.8%
Passed one subtest	1.5%	12.8%	18.7%	18.7%	15.2%	20.4%
Passed no subtests	1.6%	15.5%	19.7%	17.2%	14.5%	18.8%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	45.9%	59.7%
English 1	43.8%	46.5%
Physical Science	20.7%	32.5%
US History and the Constitution	15.1%	18.1%
All Subjects	31.6%	39.9%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=5,405)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.7%
Retention rate	4.3%	Up from 4.1%	3.8%	3.1%
Attendance rate	97.0%	Up from 96.2%	95.2%	95.7%
Eligible for gifted and talented	3.3%	Down from 4.0%	5.4%	11.2%
With disabilities other than speech	14.0%	Down from 15.2%	11.6%	10.6%
Older than usual for grade	5.5%	Up from 5.3%	5.8%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.7%	0.4%	0.5%
Enrolled in AP/IB programs	1.1%	Down from 1.9%	5.7%	10.5%
Successful on AP/IB exams	N/A	N/A	38.0%	51.2%
Eligible for LIFE Scholarship	31.4%	Up from 27.6%	28.9%	30.8%
Enrolled in adult education GED or diploma programs	120	Down from 170	19	40
Completions in adult education GED or diploma programs	14	Down from 18	11	30
Annual dropout rate	0.8%	Up from 0.5%	3.4%	3.4%
Teachers (n=366)				
Teachers with advanced degrees	53.8%	Down from 56.7%	53.8%	56.8%
Continuing contract teachers	52.7%	Down from 58.1%	61.2%	76.7%
Teachers with emergency or provisional certificates	22.8%	Up from 21.8%	11.9%	4.6%
Teachers returning from previous year	83.7%	Down from 84.9%	81.0%	88.4%
Teacher attendance rate	96.3%	Up from 94.3%	95.0%	95.0%
Average teacher salary*	\$42,867	Up 1.9%	\$44,158	\$46,992
Vacancies for more than nine weeks	2.7%	Down from 5.2%	2.1%	0.4%
Professional development days/teacher	14.1 days	Down from 16.7 days	13.1 days	13.1 days
District				
Superintendent's years at district	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	21.7 to 1	Down from 22.2 to 1	19.0 to 1	20.5 to 1
Prime instructional time	92.5%	Up from 89.2%	88.9%	89.8%
Dollars spent per pupil**	\$10,140	Up 10.2%	\$11,349	\$9,279
Percent of expenditures for teacher salaries**	48.1%	Down from 48.6%	47.3%	52.7%
Percent of expenditures for instruction**	52.1%	Down from 52.8%	52.1%	56.7%
Opportunities in the arts	Excellent	No Change	Good	Excellent
Number of schools	13	Down from 14	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	1.2%	Up from 0.9%	5.3%	3.5%
Average age in years of school facilities	34 Years	Down from 38 Years	33 Years	28 Years
Number of schools with SACS accreditation	12.0	Down from 13.0	4.0	8.0
Parents attending conferences	93.3%	N/A	91.5%	93.9%
Average administrator salary	\$72,346	Up 3.2%	\$74,796	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

CHARTER SCHOOLS IN THIS DISTRICT

School Name	Absolute Rating	Improvement Rating	Adequate Yearly Progress
Youth Academy Charter	N/A	N/A	Not Met

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	342	88.9%	1597	31.6%	450	68.7%	No
Gender							
Male	167	86.8%	773	29.5%	229	59.8%	N/A
Female	175	90.9%	824	33.6%	221	77.8%	N/A
Racial/Ethnic Group							
White	20	90.0%	89	37.1%	37	48.6%	N/A
African American	321	88.8%	1479	31.1%	411	70.3%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	18	33.3%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	50	46.0%	241	10.8%	72	36.1%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	297	88.9%	1375	31.1%	377	69.5%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	88.9%	89.6%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	450	174
Number of Diplomas	309	123
Rate	68.7%	71.0%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	394	385	408	417	402	385	1204	1187		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	13.7	14.1	16.3	16.9	15.1	15.3	16.3	16.3	15.5	15.8
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

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School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/General Assembly
Average Number of Hours of Training Annually	26.9 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

We are proud of the hard work our principals, teachers, staff, students, parents, and community members have accomplished this school year: Through their combined efforts, we have improved our instructional department.

Williamsburg County School District is located in a rural community comprised of three high schools, one junior high school, seven elementary schools, one charter school, and a career and technology center.

Our district continues to support our teachers and students by providing professional development, relevant resources, innovative strategies, and best instructional practices. We have implemented effective research-based instructional programs in all schools that enhance our current curriculum and more effectively prepare students for success.

Williamsburg County School District continues to develop opportunities that challenge diverse learners. Our curriculum is closely monitored to ensure its alignment with the most current South Carolina Curriculum Standards for each grade level and subject area.

Together, we will continue to meet and exceed district and state-wide goals. We will encourage all students in our district to maximize their potentials as they prepare to become self-sufficient adults.

Respectfully submitted,

Ralph C. Fennell, Jr.
Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Corrective Action

The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

School	Status	School	Status
Hemingway High	CA	Cades-Hebron Elementary	CSI
Kingstree Jr High	R	Kingstree Elementary	R
Kingstree High	R	Youth Academy Charter	RP

The Williamsburg School District consists of 13 public schools with 6 of these schools, or 46.2%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	2284	99.3	37.0	42.3	20.7	76.3	82.8	Yes	Yes
Gender									
Male	1175	99.2	40.9	39.9	19.2	71.8	79.3	N/A	N/A
Female	1109	99.5	32.9	44.8	22.3	81.2	86.5	N/A	N/A
Racial/Ethnic Group									
White	167	98.2	35.3	34.0	30.7	76.7	89.5	Yes	Yes
African American	2095	99.4	37.3	42.7	20.0	76.2	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	16	100.0	18.8	68.8	12.5	87.5	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	426	99.1	63.6	26.0	10.4	46.5	52.0	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	3	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status									
Subsided meals	2093	99.4	38.0	42.7	19.4	75.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	2284	99.4	42.4	44.9	12.7	69.4	78.9	Yes	Yes
Gender									
Male	1175	99.4	46.8	40.4	12.9	64.7	77.0	N/A	N/A
Female	1109	99.5	37.7	49.7	12.6	74.5	80.9	N/A	N/A
Racial/Ethnic Group									
White	167	98.2	46.7	42.0	11.3	64.7	87.2	Yes	Yes
African American	2095	99.5	42.2	45.1	12.8	69.6	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	16	100.0	31.3	50.0	18.8	81.3	76.0	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	426	99.3	73.6	21.0	5.4	36.8	45.5	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	3	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status									
Subsided meals	2093	99.5	43.5	44.5	12.0	68.7	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	1515	99.6	51.6	42.7	5.7	48.4	67.5
Gender							
Male	777	99.7	51.0	42.9	6.1	49.0	67.0
Female	738	99.5	52.2	42.5	5.3	47.8	68.0
Racial/Ethnic Group							
White	110	99.1	41.4	48.5	10.1	58.6	79.5
African American	1394	99.6	52.5	42.2	5.3	47.5	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	297	99.0	76.4	18.9	4.6	23.6	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	2	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status							
Subsized meals	1398	99.6	52.7	41.9	5.5	47.3	55.1

Social Studies

All Students	1506	99.4	43.6	46.6	9.8	56.4	72.3
Gender							
Male	770	99.6	44.8	44.4	10.8	55.2	71.5
Female	736	99.2	42.3	49.0	8.7	57.7	73.2
Racial/Ethnic Group							
White	115	99.1	41.0	44.8	14.3	59.0	80.7
African American	1374	99.4	44.1	46.8	9.1	55.9	60.0
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	14	100.0	21.4	42.9	35.7	78.6	68.0
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	288	98.3	69.8	26.5	3.6	30.2	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	3	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status							
Subsized meals	1381	99.4	44.9	45.8	9.3	55.1	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	2289	97.1	38.6	41.7	19.6	61.4	70.2	96.6	96.1
Gender									
Male	1174	96.3	45.5	37.6	16.9	54.5	63.2	96.5	96.0
Female	1115	97.9	31.5	46.1	22.5	68.5	77.5	96.6	96.3
Racial/Ethnic Group									
White	167	95.2	44.9	39.5	15.6	55.1	79.1	93.6	95.9
African American	2100	97.2	38.1	42.0	19.9	61.9	57.6	96.8	96.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.2	97.0	97.3
Hispanic	16	100.0	50.0	31.3	18.8	50.0	62.6	96.6	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.7	96.1	94.9
Disability Status									
Disabled	399	89.7	80.0	17.1	2.9	20.0	26.1	95.2	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	N/A	96.5
Limited English Proficient									
Limited English	3	I/S	I/S	I/S	I/S	I/S	61.2	98.0	96.8
Socio-Economic Status									
Subsidized meals	2090	97.2	39.7	41.7	18.7	60.3	58.9	96.5	95.6

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	412	98.8	30.4	37.7	31.9	69.6
	4	397	99.8	36.8	43.3	19.8	63.2
	5	378	100.0	26.2	50.7	23.1	73.8
	6	349	100.0	38.8	45.3	15.9	61.2
	7	344	99.1	44.5	36.8	18.7	55.5
	8	404	98.5	46.0	39.8	14.2	54.0
Mathematics							
2009	3	412	98.8	44.2	35.9	19.9	55.8
	4	397	99.8	35.8	51.2	13.1	64.2
	5	378	100.0	43.7	46.2	10.0	56.3
	6	349	100.0	38.5	50.9	10.6	61.5
	7	344	99.1	41.7	44.9	13.4	58.3
	8	404	99.0	49.7	41.0	9.3	50.3
Science							
2009	3	206	100.0	48.2	43.5	8.3	51.8
	4	397	99.2	52.5	42.0	5.5	47.5
	5	190	100.0	49.5	48.4	2.2	50.5
	6	176	100.0	50.6	44.2	5.2	49.4
	7	342	99.1	47.2	45.0	7.8	52.8
	8	204	100.0	62.9	33.0	4.1	37.1
Social Studies							
2009	3	201	100.0	40.2	44.4	15.3	59.8
	4	396	99.5	34.6	57.7	7.6	65.4
	5	189	100.0	50.6	38.1	11.4	49.4
	6	175	100.0	33.5	63.5	2.9	66.5
	7	344	98.6	55.3	30.9	13.8	44.7
	8	201	99.0	47.4	45.9	6.7	52.6
Writing							
2009	3	407	97.3	35.6	30.6	33.8	64.4
	4	398	96.7	43.3	39.8	16.9	56.7
	5	382	97.9	35.7	42.7	21.6	64.3
	6	353	94.9	35.9	46.5	17.6	64.1
	7	349	98.0	40.2	45.8	14.0	59.8
	8	400	97.8	40.9	46.2	12.9	59.1

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	404	98.0	23.5	49.3	19.8	7.3	40.5	61.8	No	Yes
Male	193	97.4	31.8	44.7	17.3	6.1	33.0	57.4	N/A	N/A
Female	211	98.6	16.2	53.4	22.1	8.3	47.1	66.1	N/A	N/A
White	21	100.0	21.1	47.4	31.6	N/A	42.1	74.3	I/S	I/S
African American	380	97.9	23.8	49.9	18.8	7.5	39.9	44.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.4	I/S	I/S
Disabled	93	93.5	68.7	26.5	2.4	2.4	8.4	19.4	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38.5	I/S	I/S
Subsized meals	353	97.7	24.7	49.7	19.3	6.3	37.3	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	404	97.5	32.8	34.6	22.0	10.5	44.9	62.7	No	Yes
Male	193	96.9	38.8	32.6	18.0	10.7	38.2	61.8	N/A	N/A
Female	211	98.1	27.6	36.5	25.6	10.3	50.7	63.6	N/A	N/A
White	21	100.0	21.1	36.8	31.6	10.5	52.6	75.1	I/S	I/S
African American	380	97.4	33.7	34.8	21.4	10.0	44.0	45.1	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.2	I/S	I/S
Disabled	93	92.5	73.2	20.7	4.9	1.2	9.8	21.8	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52.3	I/S	I/S
Subsized meals	353	97.2	36.1	34.2	20.6	9.1	42.4	47.9	No	Yes

Physical Science (End-of-Course Performance by Group)

All Students	394	89.6	77.7	7.4	3.8	0.8	N/A	N/A	N/A	N/A
Male	185	85.4	73.0	7.6	3.2	1.6	N/A	N/A	N/A	N/A
Female	209	93.3	81.8	7.2	4.3	N/A	N/A	N/A	N/A	N/A
White	21	90.5	76.2	9.5	N/A	4.8	N/A	N/A	N/A	N/A
African American	370	89.7	78.4	7.3	3.5	0.5	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	85	57.6	57.6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	343	89.2	77.6	7.6	3.5	0.6	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	448	98.2	19.6	40.2	30.7	9.5	55.7	69.7
	2009	404	98.0	23.5	49.3	19.8	7.3	40.5	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	448	98.0	24.5	39.4	28.2	7.9	49.1	67.2
	2009	404	97.5	32.8	34.6	22.0	10.5	44.9	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.7%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.0%	0.0%	No
Student attendance rate, grades K-8	97.0%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.